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ABSTRACT

The purpose of Special Project E-109A, Development of Teaching Aids for Adult Basic Education/English (Second Language) (ABE/ESL) Adult Education Programs, was to develop skill packets consisting of visual materials, teacher manuals, and student work sheets for statewide use in ABE/ESL classes in Illinois. The project was conducted cooperatively with ABE/ESL administrators and teachers from Elgin District U-46, Elgin; William Rainey Harper Community College, Palatine; and Mundelein Consolidated High School #120, Mundelein. An initial questionnaire, constructed to determine the needs of teachers, indicated a need for complete and visual materials built on life situations. Five teaching packets were developed: Shopping, Jobs, Bank, Returning Merchandise, and Calling a Doctor and Going to the Doctor's Office. Each packet contains three basic sections: visuals, a teacher's manual, and student pages with reading/writing exercises. Some of the packets contain additional language drills, and two of the packets contain games. Initial evaluation indicated the packets to be practical and worthwhile. A total of 77 packets have been distributed. Additional field testing is recommended as well as further production of the packets by the Office of Education to gain full utilization of the funds spent in developing the materials. (EA)

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FINAL REPORT

SPECIAL PROJECT E-109A

"DEVELOPMENT OF TEACHING AIDS FOR ABE/ESL ADULT EDUCATION PROGRAMS"

Project conducted at: Elgin School District U-46, Elgin, Illinois
William Rainey Harper Community College, Palatine, Illinois
Mundelein Consolidated High School #120 Mundelein, Illinois

Project Director: Robert Bergmann, Coordinator of Special Projects
Elgin School District U-46
4 South Gifford Street
Elgin, Illinois 60120

Length of Special Project: January 2, 1975 - June 30, 1975

Period Covered in Report: January 2, 1975 - June 30, 1975

Report Prepared by: Joan Berna, Project Coordinator and Helen Alkasab, Project Staff Member

Report Content:

Section I - Objectives as Stated in Proposal and How They Have Been Achieved

Section II - Detailed Description of Each Teaching Packet

Section III - Cost Breakdown of Each Packet

Section IV - Financial Report - Claims by Line Item and Unused Funds

Section V - Evaluation of Materials

Section VI - Summary and Recommendations

Section VII - Appendix of Attachments

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SECTION I - OBJECTIVES AND IMPLEMENTATION

The goal of Special Project 109A, "Development of Teaching Aids" for ABE/ESL Adult Education Programs" was stated as follows: "Project staff and consultants working with ABE/ESL administrators and teachers at Elgin, Mundelein and Harper Community College will cooperatively develop skill packets which will consist of visual materials, teacher manuals, and student work sheets for statewide use in ABE/ESL classes". At the conclusion of this project it can be reported that all specifications listed in the goal and objectives of the proposal were successfully completed in accordance with the time schedule and budget authorized. Five teaching packets were developed: SHOPPING, BANK, RETURNING MERCHANDISE, JOBS, CALLING THE DOCTOR and GOING TO THE DOCTOR'S OFFICE.

The objectives of the project were met in the following ways:

OBJECTIVE 1: BY JANUARY 18, 1975, TEACHER NEEDS FOR SUPPLEMENTARY MATERIALS WILL BE ASSESSED AND EVALUATED.

A questionnaire was constructed to determine the needs of the teachers. (See Appendix 1). An interview meeting was held at each of the three centers to introduce the teachers to the project and secure input that did not easily lend itself to a written questionnaire. The following meetings were held:

January 16 Elgin
January 18 William Rainey Harper College
January 21 Mundelein High School

Arrangements for these initial meetings and all additional meetings with teachers at the three centers involved considerable time and effort on the part of ESL/ABE administrators, Mary Pelland at Mundelein, Judy Newton at Harper, and Joan Berna at Elgin. They made contacts with the teachers, reserved rooms, coordinated time schedules and assisted in photography arrangements for visuals. More importantly, they communicated to their staff their interest and support of the project. This total cooperation was invaluable in achieving the objectives of the proposal.

The teachers indicated that they wanted materials for class presentation. They rejected the idea of individualized materials. They felt that the students preferred group work with its social satisfactions.

The teachers also rejected the ideas of tapes and filmstrips. Not all teachers had access to audio visual machinery. They wanted materials that could be used without such equipment.

These initial interviews sensitized teachers to aspects of materials selection and design and aroused teacher interest and involvement.

Twenty-two people volunteered to field test a lesson and write a reaction to it.

OBJECTIVE 2: BY JANUARY 23, 1975, ALL INTERVIEW FORMS WILL BE TABULATED TO DETERMINE WHICH NEEDS ARE CONSIDERED MOST CRITICAL BY THE MAJORITY OF TEACHERS SURVEYED.

Twenty-eight questionnaires were completed. The results of the questionnaire are attached. (See Appendix 2.)

The teachers did not express great dissatisfaction with their present materials but noted that teacher revision, use of parts of several texts, and searching for visuals in magazines was time-consuming. They described materials they would like to have but they do not exist.

The major mandates of the teachers for the materials seemed to be that they be visual, that they should be built on life situations, and that they should be complete.

OBJECTIVE 3: BY JANUARY 30, 1975, THE BASIC OUTLINE OF THE COMPLETE SKILL PACKET PROGRAM WILL BE DEVELOPED.

Dr. Diana Bartley, Associate Professor, University of Wisconsin, Milwaukee, was asked to be the consultant for the project because of her excellent academic background in English as a Second Language (ESL) and her wide experience in ESL teaching and teacher training. Dr. Bartley was the only consultant used for the project and all further references to the consultant in this report refer to her.

On January 31, the project staff member met with Dr. Bartley to choose the life situations, the language skills, and to develop

a basic lesson outline. (See Appendix 3.) This outline remained tentative through much of the project and was modified with further teacher input. For example, the teachers decided that even beginning students needed class pages so that they could review the language drills. The teachers felt a doctor packet was more important than a school packet because many students at each center do not have children in school. The ideas of a single skill per packet was rejected because the teachers found this concept too boring.

OBJECTIVE 4: BY MARCH 6, 1975, DEVELOPMENT, REVIEW AND REVISION OF A PRELIMINARY DRAFT OF ONE COMPLETE SKILL PACKET WILL BE FINISHED.

By February 20, two packets, Shopping and Jobs had been written and distributed to the Elgin Teachers with a letter and questionnaire. (See Appendix 4 and 5.) The teachers were asked to teach the lesson. They were invited to attend a meeting with the project staff member and the project consultant to revise the packet.

Four teachers taught the Shopping packet and wrote their responses to it. Their reaction to it was very positive. They liked the progression of the lesson from words to phrases to sentences. Those who used the Shopping Lists Game found it helpful.

Three teachers taught the Jobs packet and wrote a reaction to it. The teachers were less enthusiastic about this packet. The emphasis of the packet was on combining sentences with before and after, and interpreting which action happened first. They

found the lesson confusing, and too much continuation on the same skill. As a result, the packet was completely rewritten incorporating their suggestions. The role of the staff member and the consultant at this evaluation meeting was to ask questions and to listen. The teachers responded very positively to the interest expressed in their ideas and their experience. The project staff member, consultant, and teachers met in the morning. The project staff member and consultant met in the afternoon to further interpret and implement the suggestions of the teachers.

OBJECTIVE 5: BY MARCH 12, 1975, THE CONTENT AND FORMAT OF THE FIRST SKILL PACKET WILL BE FINALIZED.

The project staff member completed the revision of the packet, arranged for the visuals with a photographer, and sent materials to the printer. The total packet was complete by March 24, 1975.

On March 25, 1975 a meeting was held with Jim Roth, Tom Teagarden, Robert Bergmann, Joan Berna, Helen Alkasab, and two Elgin Teachers, Sarah Hudgens and Gayle Strohmaier to review the progress of the project. A completed packet was given to Jim Roth for the Illinois Office of Education and copies of the packets were available for review. The Project Coordinator and the Project Staff member presented the basic philosophy and major events of the project.

The teachers gave their reaction to the project. The teachers expressed the following limitations of existing materials:

1. Not enough life situation materials.
2. One lesson must be gathered from several sources.
3. Workbooks are often difficult or confusing.

They responded positively to the materials developed through the project:

1. They were practical.
2. The students responded well to them.
3. Everything was included in the packet.
4. They gave more time to the teacher for real creativity.

The teachers were pleased with the meeting they had attended with the consultant and the staff member for the revision of the packet because:

1. The consultant listened to them.
2. Their time was well spent.
3. They felt they were involved in a cooperative venture.

OBJECTIVE 6: BY JUNE 9, 1975, THE CREATIVE ACTIVITIES REQUIRED TO PRODUCE ALL SKILL PACKETS WILL BE COMPLETED.

By March 11, ten Bank Teaching Packets were sent to Mundelein High School with a letter and questionnaire, (See Appendix 6) asking the teachers to teach the lesson, write a reaction, and attend a meeting with the project staff member and the project consultant. Mary Pelland, the Mundelein High

School ESL/ABE Administrator and four teachers attended the meeting on March 21.

The teachers responded positively to the lesson in general. Their comments included:

1. They found it practical.
2. They liked the writing exercises.
3. They liked the short and long dialogs.

They had many specific suggestions for improvement of the lesson:

1. They felt it was too easy.
2. They wanted more bank vocabulary.
3. They wanted more variety in the drills.

The teachers were asked at the end of the meeting to react to the experience they had just had with the consultant and the project staff member. Their answers were:

> "The session was valuable because it provided a leisurely approach to the problems we encountered. It was helpful to get feedback from other teachers who had used exactly the same packet of materials. This provided a common ground for discussion."

> "I liked the opportunity given to the instructors to concretely assess a given lesson also, the opportunity to suggest and effect changes that will make the packets more effective tools."

> "This meeting has been valuable in that we discussed many different programs and how we deal with them. Some of the suggestions had not occurred to me and I gained that knowledge."

By April 15, 1975, nine Returning Merchandise Teaching Packets were sent to William Rainey Harper College with a letter and questionnaire, (See Appendix 7) asking the teachers to teach the lesson, write a reaction, and attend a meeting with the project staff member. Judy Newton, the Harper College ESL/ABE Administrator, and five teachers attended the meeting on April 25.

The teachers responded positively to the lesson:

1. They felt the interest level was high because of the practical situation.

2. They liked the breaking down of the skills.

3. They liked the practicality of the reading and writing pages with exercises on filling out warranty cards, reading warranties, and writing letters to manufacturers.

However, they felt more should be done specifically to meet the needs of each level. The packet was rewritten and restructured in response to this criticism. One of the teachers had written extensive materials to supplement the packet for the beginning level.

By May 20 a draft of the DOCTOR packet was complete. Copies were given to two Elgin teachers for their responses. On May 27 the Project Staff Member met with the teachers to discuss the draft. The teachers liked the role playing situations

and the exercises on reading directions for taking medicine and reading thermometers. They found the format of some of the drills confusing. These were changed in the final form. The teachers were particularly helpful in determining which skills were appropriate for which level.

By June 23 all materials were written, all published materials were ordered, and all photography was complete for the five teaching packets.

OBJECTIVE 7: BY JUNE 30, 1975, PRODUCTION OF ALL SKILL PACKETS WILL BE COMPLETED AND COPIES SUBMITTED TO THE ILLINOIS OFFICE OF EDUCATION.

By June 30, all materials were typed and printed, photographs were reproduced, and packets were assembled and shipped to Springfield, the three participating centers, and the Bilingual Education Service Center. Photo Communications, Inc. reproduced the photographs and photographed the visuals for the SHOPPING teaching packet. Malcolm Lorente was the photographer for the BANK, RETURNING MERCHANDISE, CALLING THE DOCTOR and GOING TO THE DOCTOR teaching packets. Sir Speedy, Elgin printed and assembled the Teachers' manuals and printed and padded the student pages.

SECTION II - DESCRIPTION OF THE TEACHING PACKETS

The teaching packets are made up of four segments: Teachers' Manual, Student Pages, Visual, and Games (in some packets). Each packet has a detailed teachers' manual. This manual gives an overview of the lesson, suggestions for discussing the life situation, detailed directions for using the drills, and a form for evaluating teaching and pupil achievement.

The discussion of the life situation is an important part of the lesson. Students are helped to cope with situations such as returning merchandise in conjunction with learning language skills. Detailed directions are given for the drills so that teacher aides can review the drills for students who have not mastered the skills taught.

The teacher evaluation is meant to encourage the teacher and to give very specific goals for the improvement of teaching. The pupil evaluation allows teachers to measure the major language goals of the teaching packets and determine how many of their students have achieved these goals. This is meant to aid in future lesson planning. If only 25 per cent of the students are to change positive statements to negative statements, the teacher may decide to review this before teaching a new skill.

Most teaching packets contain students pages with the language drills to be used in class. These pages are meant to be used as a textbook. They are included even in Beginning Level lessons for the following reasons:

1. A student can practice the drills on his own.

2. A student who has missed the class can make up the lesson.

3. The teacher aide can review the material.

All Teaching Packets contain reading and writing pages. These include exercises on reading for comprehension, and a variety of written exercises. As often as possible the students are given real situations to deal with. For example, they learn to read a thermometer and directions on a medicine bottle. They learn how to fill out deposit and withdrawal slips.

All Teaching Packets contain large visuals. This is the element most consistently lacking in published materials. The Shopping Packet contains pictures of products. The Jobs Packet contains commercially available visuals, Carteles de trabajadores, published by Developmental Learning Materials, Niles, Illinois. The other three packets contain color photographs of students from the three ESL centers involved in the project. We were greatly assisted by local businesses. Two Elgin students were photographed with employees of the Elgin National Bank. A Harper

College student was photographed with her child at the Harper College Student Health Center. Three Mundelein High School ESL students were photographed at the Jewel, Kinney's Shoes and Sears stores.

Two of the packets contain games. The SHOPPING packets include The Shopping Lists Game published by Developmental Learning Materials. The BANK packet contains Contraction Boards, Developmental Learning Materials.

The Bank Packet contains material for two levels, Beginning Level and Intermediate Level. Returning Merchandise Packet contains two separate lessons, Beginning Level and Intermediate/advanced Level. Calling a Doctor and Going to a Doctor's Office Packets contain two separate lessons, Beginning Level and Intermediate Level. This makes the packets usable by a larger number of teachers and students.

The skills taught in each teaching packet are listed below:

SHOPPING

Subject verb agreement

Pronouns

Numbers

Mass and count nouns

Grocery related vocabulary

Reading practice

Writing practice

BANK

Wh-questions: where, what, when, and who

Contractions

Bank related vocabulary

Adverbial phrases

Subject verb agreement

Possessive pronouns

Use of this, that, these, and those

Use of the verb do in questions without other auxiliaries

Past tense

Modals

JOBS

Time phrases

Time clauses

Because clauses

Combining sentences to show relationships

Job related vocabulary

RETURNING MERCHANDISE

Beginning Level

Use of this and these

Subject Verb agreement

Changing statements to questions using do

Changing positive statements to negative statements using do

Vocabulary related to returning merchandise

Intermediate/advanced level:

Asking questions using do

Past tense

Modals

Combining sentences with because

Answering questions using if clauses

Vocabulary related to returning merchandise

CALLING A DOCTOR AND GOING TO A DOCTOR'S OFFICE

Beginning Level:

The verb have

The use of a and an

Subject verb agreement

The past tense of some regular and irregular verbs

Negative sentences

Medically-related vocabulary

Intermediate Level:

The auxiliary have with the verb have with regular verbs, and with irregular verbs

Changing statement to questions using do

Answering questions with positive and negative answers

Past tense questions using do

Imperatives

Medically-related vocabulary

SECTION III - COST BREAKDOWN OF EACH PACKET

Fifteen copies were made of each packet except Bank. Seventeen copies were made of the Bank Packet. One copy of each packet was sent to Dr. Wayne Giles, Illinois Office of Education. Four copies of each packet were sent to the three participating centers: School District U-46 at Elgin YWCA, Mundelein High School, and William Rainey Harper College. Two copies of each packet and four copies of the Bank Packet were sent to the Bilingual Education Service Center.

The cost of producing the packets was high because of the small numbers produced. The price of producing a single copy of each packet is given below. This price includes printing and photographic reproduction cost.

RETURNING MERCHANDISE $53.23

1 Teachers' manual

11 Student Pages (100 copies each)

7 11 x 14 visuals

JOBS $21.58

1 Teachers' Manual

1 set of Carteles de trabajadores, (commercially available visuals)

8 Student Pages (100 copies each)

BANK $118.49

1 Teachers' Manual

15 Student Pages (100 copies each)

14 11 x 14 color visuals

1 Contraction Boards

1 Envelope of sample bank forms

SHOPPING $54.47

1 Teachers' Manual

3 Student Pages (100 copies each)

10 8 x 10 color visuals

1 Shopping Lists Game

CALLING A DOCTOR AND GOING TO A DOCTOR'S OFFICE $90.50

1 Teachers' Manual

12 Student Pages (100 copies each)

11 11 x 14 color visuals

The cost of the packets could be reduced in two ways. If larger quantities were produced the cost per packet would be reduced considerably. If the visuals were reproduced in black and white instead of color the cost of the visuals would be one-tenth the cost of color reproduction.

SECTION IV. FINANCIAL REPORT - SUMMARY OF CLAIMS BY LINE ITEM AND UNUSED FUNDS

| EXPENSE CLASSIFICATION | AMOUNT ALLOCATED IN BUDGET | TOTAL AMOUNT CLAIMED | UNUSED FUNDS |
|---|---|---|---|
| Salaries | $9,350.00 | $9,349.98 | $ .02 |
| FICA | 547.00 | 544.15 | 2.85 |
| Consultant Fees | 500.00 | 500.00 | -0- |
| Materials and Supplies | 500.00 | 499.93 | .07 |
| Travel $1,200.00* *Line item change approved 2/25/75 - reduce travel $125.00, increase Other Expenses by $125.00 | 1,075.00 | 445.41 | 629.59 |
| Other Expenses $6,650.00* *Increase by $125.00 from Travel | 6,775.00 | 6,766.44 | 8.56 |
| SUBTOTALS | $18,747.00 | $18,105.91 | $641.09 |
| Indirect costs (rate 20.78) | 3,895.63 | 3,762.41 | 133.22 |
| TOTALS | $22,642.63 | $21,868.32 | $774.31 |

Note: When the proposal budget was compiled, the project consultant had not been selected. Funds were allowed in the budget for air fare if needed for an out-of-state consultant. These were not required.

SECTION V - EVALUATION OF MATERIALS

The comments of the teachers involved in the project are included in Section II of this report in regard to specific packets. The overall feed-back from teachers, students, and administrators was highly favorable.

Administrators attending the Administrators Conference in Springfield in April heard a report of the project given by Joan Berna and had an opportunity to examine several of the packets. They were impressed with the practicality of the materials and one administrator asked to take packets to his center for review by his teachers. His report was also very positive.

A review of the project goals and progress at midpoint by Dr. Diana Bartley is included. (See Appendix 8.)

An eleven page evaluation of the materials by the project consultant, Dr. Bartley is included in this report. (See Appendix 9.) Her evaluation covers both the content and structure of the five teaching packets developed.

SECTION VI - SUMMARY AND RECOMMENDATIONS

Summary

This report and the midpoint Progress Report submitted to Jim Roth on March 20, 1975 provide a complete record of Special Project 109A with copies of all forms, important communications, and tabulated surveys. The completed packets have been submitted to the Office of Education and distributed to the participating centers and the Bilingual Service Center.

In summary, a few general observations are in order. First of all, the six month time period for a project of this scope created a time pressure problem for those responsible for its success. In submitting our original proposal we could not effectively estimate the amount of time needed to involve the teachers at three centers in evaluating and adapting the materials as they progressed. Since this was a vital part of the project and resulted in much more meaningful packets, we did not curtail this time in any way. However, it did shorten the time left for actual production of the packets.

Secondly, we found that the teachers responded very positively to their involvement in the project. They also gained in their ability to evaluate and adapt other materials which was a staff development benefit we had not anticipated.

Thirdly, those of us directly responsible for carrying out the work of the project appreciate the fine cooperation we received from the three participating centers, the consultant, and the Adult and Continuing Education Section in Springfield. This was truly a team effort.

Recommendations

The five different teaching packets produced by this project have been initially evaluated as practical and worthwhile. A total of seventy-seven packets have been distributed as required. Three centers will begin using the materials in September and others may obtain them from the Bilingual Service Center. Our project is complete but it does not form a total program. To gain full utilization of the funds spent to develop these materials, we submit the following recommendations:

1. That the Office of Education arrange for production of more packets and devise a plan to systematically field test the materials at Illinois ABE/ESL centers not involved in the project.

2. If the results of the field test are favorable, the teaching packets be reproduced in quantity either commercially or by the Office of Education for use by other Illinois ESL/ABE teachers.

3. If the materials produced by this project are judged to be of value, new packets be produced relevant to other situational and skill needs.

The cost of the creative process of planning, writing and producing new materials is high. Much of this initial cost has been covered by this project. We believe that it would be economically sound to subject these materials to impartial evaluation and possible reproduction in quantity. A great deal of work and expertise have been expended to create these new adult education materials. It is our sincere hope that other ESL teachers in the state will benefit from these efforts.

Report submitted by,

Joan Berna, Project Coordinator

Helen Alkasab, Project Staff Member

SECTION VII - APPENDIX OF ATTACHMENTS

Appendix 1. Special Project Questionnaire - 2 pages

Appendix 2. Tabulation of Special Project Questionnaire Results - 2 pages

Appendix 3. Master Plan

Appendix 4. Shopping Letter and Questionnaire.

Appendix 5. Jobs Letter and Questionnaire.

Appendix 6. Mundelein Letter and Bank Questionnaire - 2 pages.

Appendix 7. Harper Letter and Returning Merchandise Questionnaire.

Appendix 8. Letter from consultant, Dr. Diana Bartley, evaluating progress at midpoint - 2 pages.

Appendix 9. Evaluation of Teaching Packets by Dr. Diana Bartley - 11 pages.

Note: The original signed copy was mailed directly to Jim Roth by Dr. Bartley.